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Dramatic changes during the last two decades demand immediate reevaluation of educational goals with the aim of promoting world peace and international understanding. Significant advances have already been made by international organizations such as UNESCO, UNICEF, and the World University; by national groups such as the American Association of Colleges for Teacher Education (AACTE), the North Central Association, Education and World Affairs, and the Education Materials Laboratory; and by programs conducted at college and university, regional, state, and local levels. Teacher education institutions can play a key role in developing cultural appreciation and intercultural understanding as they guide the growth and development of future teachers. Teacher educators must "identify, state clearly, and clarify from time to time special information, attitudes, appreciations, and skills that are intimately related to world-mindedness." Frank appraisal of existing programs is needed. Additional means for improving international understanding include further research into cultural backgrounds in relation to curriculum improvement, establishment of an independent international curriculum laboratory and materials center, development of world college centers, and establishment of an independent foundation for international education. (A 42-item bibliography is appended) (This presentation is part of the report of a summer conference sponsored by ESEA, Title III) (SG)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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"IDEAS FOR THE DEVELOPMENT OF PROGRAMS RELATING TO THE INTERNATIONAL SCENE AND ITS ROLE IN THE SCHOOLS"
(Vistas For International Understanding and Cooperation)

The last two decades have witnessed changes in the world so revolutionary as to make a complete re-orientation of the goals of education not only necessary but imperative. No longer is it good enough merely to adapt many of the old percepts. Completely new and perhaps different and hitherto untried approaches to understanding our world today must be pioneered. This is not a job for the schools alone, albeit they must take the lead, but it is a job for every facet of community life. Of primary importance is the building of international competence and understanding not just by career people in government but by every citizen. A seemingly remote incident in any country in the world today does not remain a remote incident but may affect the price of automobiles in Detroit, the sale of wheat in Kansas, the life of your family wherever you live. These volatile changes on the international scene demand a reappraisal of our education programs. Changes brought about by such dramatic events as polarization of power around two major nations, the US and the USSR in a nuclear world, the eruption of violence in such places as Korea, the Congo, Viet Nam and elsewhere, the space-technology struggle, the restlessness of satellites of the Soviet Union, anti-American demonstrations in countries having economic ties with the U.S., the French foreign policy, the emergence of many new nations, and the increasing economic gap between the rich nations and the poor nations of the world. These and other changes, international in character, demand an urgent and continuous reassessment of our educational establishment, a reassessment which will focus sharply on world peace and international affairs.

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LEADERS SPEAK

Increased recognition of and support for the international dimension of education is voiced by numerous educational leaders and authorities in other fields. Dr. William Van Till, in an article in 1964[1] placed, "Helping children and youth come to grips with the international problems of their times," as first in a list of genuine educational frontiers.

R. I. Miller, a well known educational writer, rated the building of international competence as one of the seven tasks facing public education, in his book Education in a Changing Society.

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[1] William Van Till, "The Genuine Educational Frontiers," Saturday Review, April 18, 1964, pp. 66-68

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Dr. Theodore Branfield of Boston University states, "The course that education pursues depends very largely upon the course that the nations of the world themselves pursue. . .problems of international relations are so central today that no education deserves to be called responsible that fails to give searching attention to them."

Sidney J. Harris, the well known columnist, in a recent feature article in the Detroit Free Press, titled "Before Everyone Vanishes, Let's Update Politicians," called attention to the lack of effort being directed toward "conflict resolution". He feels little progress is being made in the way in which we conduct our relations with other countries and that this is one of the most frightening paradoxes of the 20th century. He makes an ardent plea for developing managers for the international arena who knows how to use the abundance of new knowledge we possess.

As far back as 1952 Dr. Robert Koopman, former Associate Superintendent of Public Instruction in Michigan and past President of the Association for Supervision and Curriculum Development, stressed the need for understanding and cooperation among all peoples of the world in an address he gave to a professional group.

"The most vital need of the world today is for understanding and cooperation among all peoples--for a truly democratic approach toward the solution of world problems. A theoretical understanding of democratic processes is of little practical value for satisfying this need. Only if great masses of people become skilled in and habituated to using these democratic processes can the goal of world understanding and cooperation be reached. The habit of living democratically, and the skills necessary to do so, will come to men only when the opportunity is given to them to practice democratic living over a long period of time under progressively more complex circumstances. These things being true, the only real and lasting hope of the world lies in the children of the world. They can be taught. They can have opportunities necessary to learn democratic skills. They can be provided with an environment conducive to developing habits of democratic living. But -- these things depend upon the teachers of these children. And so, in the last analysis, the only real and lasting hope of the world lies in the teachers of the world!

"Democracy is a word which implies many things for many different areas of life. Democracy can flourish only where there is widespread belief in the inherent worth of every personality, and when all men recognize that responsibility for the general welfare is the concern of every single individual. These things hold true whether we are speaking of a school, a nation, or a world. And the list could go on and on. In fact, many agree on the need for international understanding. The phrase has become such a truism that it is almost trite."

NEW PERCEPTIONS NEEDED

The American people, in all walks of life, need to develop vigorous and healthy new perceptions in order to understand and cooperate with peoples from the rest of the globe, perceptions which will enable them to make an objective appraisal of our role in encouraging and aiding developing countries in such a way as to bring about social and economic changes which will lead to better relations.

Any such objective appraisal of the major social and economic forces at work on the current world scene makes readily apparent the urgency for immediate and more comprehensive concern for giving increased attention to the international dimension of education.

Our whole program of education K - 12 - universities must reflect this concern for today's living on the international scale. Obviously, great responsibility rests with teachers.

KEY ROLE OF TEACHER EDUCATION

Teacher education institutions have a strategic role in developing attitudes, appreciations, understandings, and courses of action related to growth and development in intercultural affairs. As they train teachers, they are educating individuals who are in a key position to direct the educational experiences of all of our citizens. Among these citizens will be those who will assume leadership positions in government, business, and social agencies overseas. Still others will have leadership positions in a great variety of fields at home; many will travel in other lands; many laymen will remain at home, hopefully citizens educated to understand an international world. Today all these people will be in constant need of background information and understandings about international affairs if they are to make intelligent decisions that affect their daily lives and the course of events in their own country. Agencies and institutions furnishing personnel for technical assistance in overseas programs and business, industry and agriculture, as well as other occupations and professional groups supplying teachers and workers for foreign countries, depend increasingly on college and university trained people. It is imperative that those in the business of educating teachers provide the types of education that will enable students to become world minded, intelligent participants in intercultural activities. This implies certainly that teachers should not only be well informed on international affairs, but should also know how to help students work effectively, in such areas as being aware of strategies that can be shared in bringing about desirable changes in other cultures as well as in one's own, and alert to possible future directions for improving inter-cultural and international relationships.

To improve existing programs teachers educators must identify, state clearly, and clarify from time to time special information, attitudes, appreciations, and skills that are intimately related to world-mindedness. Present course offerings need examination for possible modifications. New courses need to be developed. Programs of promise in other colleges or universities should be explored and cooperative ventures with them should be undertaken whenever possible, provisions should be made for sharing experiences with interested groups on local, state, regional and national levels. Traditional structures of organization may have to be completely changed so that an interdisciplinary approach to information will be required of all teachers.

COMPETENCIES NEEDED BY TEACHERS

A wide variety of background information and actual experience will be essential to the development of world mindedness in future teachers and teachers in service. A survey, made by the writer,[2] of existing programs in institutions

[2] Troy L. Stearns. A Survey of Selected Programs Concerned with Furthering the Teaching of World Affairs and International Understanding. Made for the Institute of International Education at Michigan State University, 1966.

of higher learning, in elementary and secondary schools, and in organizations and agencies from the local to the international level clearly indicates the necessity for giving much more attention to the identification of specific competencies demanded of teachers who are concerned with improving the "world-mindedness" dimension of education. Furthermore, an enlarged and a more imaginative perception of the strategies for developing such competencies will be necessary. A look at a variety of programs of promise, dealing with world understanding, show several common elements relative to the desirable knowledge, appreciations and skills fundamental to a comprehensive program. Some of the most frequently mentioned elements in these programs are:

I. Elements Relative to Knowledge

A. The nature of the current world community. Its diverse cultures with their great variety of ideas, aspirations, behavior patterns, political organizations, institutions and agencies.

B. The forces that have shaped the different cultures and the relation of these forces to crucial issues they face today.

C. Background information on the forms of expression of the cultures such as language, literature, art, music, etc.

D. The role of education in the society.

E. Basic elements of national and international policies. The agencies used for international cooperation.

F. The process of change. New patterns that are emerging. How decisions are made. How innovations are introduced.

G. The demands placed on leadership and private citizens in rapidly changing cultures.

II. Elements Related to Appreciations

A. A genuine concern for cultures other than one's own and an appreciation for the contribution of all cultures.

B. Concern for the well being of people everywhere.

C. A desire to enlist the appreciation and understanding of other people in world-mindedness.

D. The increasing necessity for international cooperation.

E. The need for accepting and sharing responsibilities that will lead to international understanding and cooperation.

F. The necessity for a working atmosphere which will encourage openness and personal involvement. This would include such things as giving each person a sense of belonging, depending on self-revelation rather than self-defense, recognizing and using the strengths

and differences, encouraging flexibility and adaptability and encouraging creative ability.

G. The desirability of bringing about more effective cross-cultural communication.

III. Elements related to skills

A. Expressing a dynamic philosophy of life.

B. Relating to people in all walks of life.

C. Identifying and working with intercultural groups and with agencies from other cultures.

D. Creating a good working environment both in the classroom and outside the classroom.

E. Seeking and using resources for continuous growth in knowledge, understandings and skills.

F. Developing further the attributes of patience, good imagination, courage, and faith in other people.

G. Furthering the development of some approaches for appraising progress.

ESTABLISHING BROAD OBJECTIVES AND BASIC CONCEPTS

Although many of the above mentioned elements are to be found in outstanding programs dealing with the development of international understanding, much discussion and experimentation will be needed by individuals and groups in order to establish these basic concepts which will be practical for use at the various maturity levels of the pupils and students involved. Mere lip service is not enough. Several years ago New York City developed a program for furthering international understanding for grades K-12. The basic goals designated and the ten basic concepts for teaching international understanding throughout the K-12 years in New York City Schools are worthy of study.

BROAD OBJECTIVES OF THE NEW YORK CITY

Program Toward Better International Understanding.[3]

The broad objectives toward which the program is directed:

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[3] Board of Education, New York City. Forward Better International Understanding Curriculum Bulletin. 1959-60 Series. No. 4. p. 1-16.

To help the pupil

- develop respect for the rights and dignity of the individual.

- acquire a sense of devotion and responsibility to his family, his class, his school, his community, his country.

- understand that as a loyal American he is also a responsible member of the world community.

- comprehend the need for cooperation in group and community life, in national and international affairs.

- appreciate the necessity for understanding and genuine friendship of all races, of all religions, of all nations.

- realize the importance of economic, social, religious, and personal security for all.

- acquire the knowledge and self-motivation necessary to practice responsible freedom.

- practice the American spirit of fair play, justice and understanding in respecting the rights of others and minority points of view.

NINE BASIC CONCEPTS FOR TEACHING INTERNATIONAL UNDERSTANDING

I. Basic Needs: The basic needs of man extend from such simple material needs as food, shelter and clothing, to others more general but equally essential, such as love, personal security, and cooperation. If a man is to attain the ultimate goals of peace and international understanding, then learning to get along with others is a basic need.

II. Appreciation of Differences Among People: It is essential that all become aware of the differences among people and of the nature of these differences. These extend from physical characteristics of people and geography through social attitudes and concepts of society.

III. World Heritage: The world consists of many cultures, each one of which has been developed from ages past and has been influenced and modified by the other cultures. Man is heir to all that has preceded. Knowledge and appreciation of the origins of this heritage create deeper understanding of the motivating forces in all human relations.

IV. Recognition of Human Rights: The individual has a basic human dignity which must be respected and safe-guarded. Historically, the recognition of individual human rights has grown from the personal to the international level. Every human right reserved to the individual requires the responsibility for respecting it in others.

V. Good Human Relations: The individual, while protecting his personal rights, must recognize and assume his responsibility as a member of society and must learn how to get along with others. This involves an

intelligent perspective of values placed on individual rights when these come into conflict with the promotion of general welfare.

VI. Interdependence: Everyone is part of a group, beginning with the family unit and emerging up to the nation and the world. Diverse geographical conditions, improved communications, advances, in sciences and medicare all make us dependent on each other.

VII. Cooperation: Man can achieve new heights as an individual and as a member of society by willing cooperation with others. He gains spiritually and morally as well as materially by such cooperation. Mutual benefits of improved standards of living, economic, social and scientific progress, and international understanding can be attained by voluntary cooperation.

VIII. Science and Mankind: The progress of science depends upon the exchange of knowledge among scientists of the world, for each advance is dependent upon all previous achievements and observations. Scientific achievements must be made universally available to meet the needs of men and to promote the welfare of the group.

IX. The Ever-Changing World: Just as the world has changed in the past, so too will there continue to be changes. These changes must be channeled toward a better world.

FOCUS ON INTERNATIONAL DIMENSION NEEDS SHARPENING

An assessment of current progress in the U.S. devoted to furthering the improvement of international understanding reveals some significant accomplishments, but by and large there are relatively few comprehensive programs dealing with global education. Drastic steps are urgently needed to bring this long neglected dimension of education into sharp focus.

Sharpening focus will require an immediate study in depth of the nature and urgency of the challenge of international understanding and cooperation.[4] When the results of such a study or studies, have been made known, plans should be developed for a cooperative venture of all international study groups. Such would provide guidelines for action and would state what is to be accomplished. What are the resources available? How can other necessary resources be secured? How can the total resources be mobilized and effectively used? How can plans be made for a continuous look at the progress being developed? Such planning would involve representatives from business, industry, agriculture, education, religious, civic and other related groups. Once general strategies for operation have been agreed upon action programs can be set in motion.

ASSESSING INDIVIDUAL AND GROUP CONTRIBUTIONS

At this point it will be useful for us as individuals, as members of a variety of professions, and organizations, and as members of college and

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[4] Dr. Harold Taylor is currently making one such study for the American Association of Colleges for Teacher Education.

university communities to reflect upon our background and accomplishments in the field of international understanding and cooperation. As an individual how well informed are you about:

- Major events taking place on the international scene today. Can you name names and places usually casually read in newspapers or heard on television?

- Do you know the basic elements of national international policies?

- Do you know such facts as the eight basic ones enumerated by Leonard Kenworthy, Professor at Brooklyn College and an imminent authority in the field of international education?

EIGHT BASIC FACTS TO THINK ABOUT FROM DR. LEONARD S. KENWORTHY

1. A majority of the people of the world live in Asia.

2. A majority of the people of the world are non-white.

3. Most of the people of the world are farmers and fishermen and live in villages, yet, the world is growing urban.

4. Most of the world is unbelievably poor.

5. Most of the people of the world are ill-fed, ill-housed, ill-clothed, illiterate and ill.

6. Most of the world is non-christian. Much of the education is done in christian mission schools.

7. Most governments are different from ours.

8. The United Nations is the best organization yet known to do something about these facts.

Do you know any
- forces which have shaped cultures other than our own or our own for that matter?

Are you informed about
- one or more non-western cultures?

Do you know any
- recognized forms of expressions of other cultures such as language, literature, art, music?

Can you name any
- new patterns of action that are developing as significant changes on the world scene?

How much do you know about the work of
- agencies like UNESCO, The United Nations, UNICEF, and others that

have been established to promote world cooperation?

What are the programs of
- groups like the American Field Student Service, African Cross-Roads, the Peace Corps, Youth for Understanding and similar groups that have developed to promote international understanding?

What newspapers, periodicals, books, and TV programs give the best coverage on international affairs?

Do you know any
- Ways you can lend support to groups already helping the cause of world mindedness.

As members of professions and as members of professional and civic organizations how well aware are you of the
- same things that have just been asked individuals to respond to?

What
- role has your own professional and civic group taken in encouraging international cooperation?

What
- effects have the programs carried out by your group had?

As members of college and university communities are you well aware of
- the significant role institutions of higher learning in the U.S. are playing in bringing about change on the international scene? Do you know that in 1965 the American Association of Colleges reported that 360 universities were engaged in 47 different kinds of academic projects overseas. In 1964-65 American universities carried out technical assistance programs involving $170,000,000 in contracts.

Have you made any
- curriculum changes that are desirable and necessary because of the large numbers of personnel being sent abroad by the U.S. and because of the large numbers of foreign students now studying in the U.S.?

Have you recognized
- the need for a great variety of meaningful extra-curricular experiences for foreign students?

Do you understand
- the necessity for appropriate and adequate communication between cooperating agencies and institutions? Do you place special emphasis on the process of change and the diffusion of change in your teaching?

Are you aware of
- the benefits to be gained from inter-institutional cooperation on a regional, national and international basis?

Are you cognizant of
- the desirability of securing the total commitment and involvement of an institution?

Do you know that
- currently over 85,000 foreign students are enrolled in U.S. colleges and universities?

Have you experienced any of
- the benefits to be gained from providing maximum opportunities for overseas visitors and students to share with us?

Are you willing to cooperate with the idea of
- the necessity for cooperative unilateral research.

Do you have suggestions
- for augmenting library and educational media collections?

Are you aware of
- the desirability of securing more interest and cooperation from non-university groups and willing to initiate such action?

Awareness is a basic ingredient of the process of change, but before change becomes reality changes in behavior must take place. My next question is what are we doing as individuals, as professional people and members of groups, to show that we are genuinely concerned with bringing about improvement in international understanding and cooperation?

As individuals have you
- not only expressed an interest in international affairs but continued to grow through reading, watching good TV programs, supporting and helping others?
- shown in any concrete way an appreciation for the contributions of other cultures?
- respected the strengths to be found in differences?
- shared responsibilities with other individuals and with groups?
- sought and used resources available? Have you used foreign students and visitors in your organizations and in school activities? Have you made use of the resources of groups such as the American Friends, UNICEF, Sing-Out Groups, Peace Corp returnees and others?

Have you
- tried to enlist the cooperation of other people in any activity related to international understanding?

Have you
- sought to create and maintain a good working climate in groups you have been associated with?
- really helped someone from another country who has been visiting in your community or who lives in your community?
- helped someone like a California mother, Mrs. Laurie H. Hancock, who is running her husband's business while he is suffering from an extended illness but who still finds time for her "heart project" helping to start a bilingual bi-cultural school for Mexican youths. In this school which will start in September Mexican students will live in homes of Californians to help reduce the cost of getting an education in the U.S. Mrs. Hancock is also raising funds for scholarships for the Mexican students.

- encouraged and supported youth groups who are committed to better world understanding and world peace. Such groups are the Michigan Youth Chorale, Youth for Understanding Teen Age Program, African Crossroads Group?
- made contributions to worthy groups? Have you purchased at least a few Christmas Cards from UNICEF? Have you praised schools and individual children for collecting for UNICEF during the "trick or treat" part of Hallowe'en, especially those who do not collect a treat for themselves at the same time?

Have you
- stood up and been counted when courage has been required or have you been guilty of not speaking out as was the case with Paster Niemoller in Germany during World War II.

DECLARATION OF GUILT

"In Germany, the Nazis first came for the Communists and I didn't speak up because I was not a Communist.

"Then they came for the Jews, and I did not speak up because I was not a Jew.

"Then they came for the Trade Unionists and I didn't speak up because I wasn't a Trade Unionist.

"Then they came for the Catholics and I was a Protestant so I didn't speak up.

"Then they came to ME...by that time there was no one to speak up for any one."

In organizations have you
- kept the goals and practices of your groups in tune with changing times?

Have you
- especially stressed activities which involve helping others and giving opportunities to others to help you?

Have you
- sponsored worthwhile programs and projects for the benefit of individuals from other cultures and for cross-cultural groups?
- recognized and encouraged members of your group who have a deep sense of commitment toward world cooperation not shared by others?
- developed new resources, such as publications, scholarships, and resource pools for helping to carry out worthwhile projects?

Has your organization
- exercised a sense of discrimination in the causes it supports. Two items taken from the column "Trends" in a recent issue of The Christian Science Monitor dramatized this point. The first item sounds reminiscent of the band wagon.

FLIER EDUCATION IS TAKING OFF IN AMERICAN HIGH SCHOOLS

"Schools in 17 states now list flight training in their curriculums. Texas this fall will offer accredited courses in seven high schools in Austin. High schools in Gillette and Sheridan, Wyo., also start flier education courses this fall. And other schools in the state are looking hard at the idea.

"Schools in several states in the Midwest -- Michigan, Wisconsin, Illinois, Indiana, Nebraska, and Ohio -- now teach flying.

"Some educators insist flier education will be as big in 20 years as driver education is now.

"High school aviation courses generally embrace practical mathematics, geography, theory of light, history of aviation, meteorology, communications, navigation, flight regulations, preflight planning, and actual flight experience.

"The courses are open, with credit, to 11th and 12th graders. All are taught by experienced aviators and end with students actually flying under supervision.

"It's a big new item on the mid-century American curriculum. Next: How to drive an ion rocket for credit, perhaps, or a course on how to soft-land on Mars."

The second item seems to evoke less enthusiasm.

"Public schools in the United States are beginning to adopt private schools abroad.

"More than 200 private schools in nations around the world try to provide education along United States lines for Americans overseas. But they have been hard put to keep up with fast-paced education changes at home.

"The State Department is worried about them and has called on domestic American school systems to help.

"A school-to-school program is already under way. The St. Louis public school system has just adopted a school in the Philippines and is sending teachers, books, and equipment. Personal exchanges between children in the St. Louis schools and in the Philippine school have started.

"So far only 20 schools have "foster parents." But the State Department expects all 200 foundlings will be adopted as more systems learn about the problem."

In our institutions of higher learning have you

- studied the basic objectives of your institutions to see how higher education is related to world affairs, and as a result have you taken steps to make a contribution to the international dimension of education?

Have you

- sought widespread involvement of the administration, faculty and students?

As an administrator have you
- provided opportunities for faculty growth through selection recruitment, travel experiences, study, research projects and other means?

Have you
- encouraged an exchange of students and faculty with overseas institutions?
- shared with other agencies and groups such as the State Department of Education, Research Institutes, Communication Media in making studies and diffusing information?

Has your university
- reoriented the curriculum so that all undergraduate students will have an introductory acquaintance with the world scene in such general education courses as the humanities, literature and history? Can graduate students have an opportunity to specialize in a major field of international interest?

Have you
- stressed an interdisciplinary approach in developing and carrying out plans?

Have you encouraged the bringing of
- outstanding resource people to your campus?

Has your school
- provided both curricular and extra curricular experiences which more adequately meet the needs of foreign students?
- made it possible for students to study at least one foreign culture in depth.

Do you
- encourage experimental approaches?
- stress the process of change?

Are
- research programs related to the country or countries the institution is aiding made possible?

Has the university
- established continuous consultant services?
- strengthened resources in its library and its educational media?
- explored the role of adult education in world affairs?
- made more effective use of people with foreign experience?

Has your school
- encouraged and participated in activities developed on a regional basis?

All of these questions point out areas for personal, group and community involvement.

RECENT VENTURES IN WORLD UNDERSTANDING

We would be amiss at this point if we failed to explore briefly selected existing new ventures which will help to extend our range of vision in world affairs.

GROUPS ON AN INTERNATIONAL LEVEL

Among groups on the international level that have made significant contributions to world cooperation are UNESCO, UNICEF, and The World University.

UNESCO has aided in expanding educational facilities in many emerging countries, fostered scientific research and worked toward the elimination of illiteracy. It has also developed international institutes for youth to encourage contacts between youth of different countries. Another major contribution of UNESCO has been the Associated Schools Projects for aiding secondary schools and teacher-training institutions in different countries to develop programs dealing with world problems, international understanding and international cooperation; over 40 member states and more than 300 institutions are currently cooperating in this venture.

UNICEF has had a leading role in developing programs for the benefit of children and youth in emerging countries. Their current projects emphasize teacher education, the expansion of school enrollment, and job training for youth.

One of the most imaginative experiments yet attempted in world education was carried out in a world college group on a Long Island Campus in 1963. The idea of a world college was initiated by Harold Taylor and several of his international colleagues. A limited number of students were accepted from everywhere in the world and were taught by a faculty of international scholars. Content for the curriculum was selected as the project developed. Each student developed a statement of what he regarded as the issues basic to the curriculum, the position of the issues, how well informed his country was about them, and how he could make a contribution to insure an increasing understanding of them by others. Seminar sessions, involving the total group met twice daily and were supplemented by smaller group seminars. Their major concerns were established from material presented by the seminars and by individuals: disarmament and world peace, the ideological conflict between the East and the West, and the emergence of new countries. Research papers were written by each student.

GROUPS ON A NATIONAL LEVEL

The American Association of Colleges for Teacher Education (AACTE), the North Central Association, Education and World Affairs, and The Educational Materials Laboratory in the U.S. Office of Education have made noteworthy contributions to international understanding in recent years.

The AACTE has focused on two major purposes, (1) to increase knowledge and understanding of world affairs, and (2) provide opportunities for international service. It has established pilot studies on international understanding with eleven institutions in the U.S.[5] One of the best known of its pilot projects

[5]See Summary of International Progress, AACTE, 1965.

is the one on Global Education at Plattsburg State University College, Plattsburg, New York.

The AACTE has also sponsored conferences involving interdisciplinary groups which concentrate on how their groups can develop more effective programs in world understanding. Recent conference meetings have focused on various areas in the world with special emphasis on Sub-Saraha Africa and Latin America.

Another major activity of the AACTE has been its sponsorship of institution affiliation projects between colleges in the U.S. and teacher education institutions overseas. In 1965 over thirty colleges and universities had AACTE grants for the exchange of educational and cultural materials and carried on student and faculty exchange.

The North Central Association with the aid of a grant from the Ford Foundation in 1955 developed a project in foreign relations education for use in Secondary Schools. The aims of this project are to promote foreign relations instruction as a basic part of Social Studies Material, to help students develop a critical and lasting awareness of foreign policy problems, to assist Social studies teachers in curriculum planning, and to bring about closer association between secondary schools, universities and volunteer agencies. It has sponsored numerous workshops, seminars, and conferences dealing with Democracy and Totalitarianism and has published a Foreign Relations Series for use in Secondary Schools.

Education and World Affairs is the best known organization to enter the field of international cooperation in recent years. It is a private non-profit organization and is supported largely by grants from the Carneige Corporation and The Ford Foundation. Its major purpose is to assist American colleges and universities to develop the international aspects in service research, and teaching. It is well known for its encouragement of innovations, for its scholarly publications, and consultative services to institutions of higher learning. Its latest publication, The University Looks Abroad (1965) is a significant depth study of the wide range of international program activities of six American Universities -- Cornell, Indiana, Michigan State, Stanford, and Wisconsin.

The Educational Materials Laboratory of the Bureau of International Education of the Department of Health, Education and Welfare has developed an impressive collection of text books, trade books, and books in the professional literature or education. It has books from the U.S. and from many foreign countries and its collections are used extensively by professional groups from both the U.S. and foreign countries. A report, Educational Materials Laboratory Report is issued by the laboratory eight to ten times a year.

PROJECTS ON COLLEGE AND UNIVERSITY CAMPUSES

A wide range of international activities is taking place, both on and off campus, in many American universities today. Programs at Antioch College at Yellow Springs, Ohio, Michigan State University, Stanford University, the State University College at Plattsburg, New York, and Teachers College Columbia University represent a variety of highly regarded approaches to world affairs.

The International Work Study Program for Teachers from Abroad initiated by Antioch College in January 1966 provides a practical introduction to American culture and behavior. Twenty students from European countries were selected to participate in an 18 month work study program starting on Antioch Campus in January 1966. The Project includes a three month seminar on campus dealing with American civilization and educational philosophies followed by a work period of several months in outdoor education centers, summer camps, and a ten month full-time teaching assignment. The variety of experiences offered involves a combination of seminars, field trips, special lectures, work experiences, visits with families and campus experiences with Antioch youth.

A report from Educational and World Affairs, in 1965, The University Looks Abroad[6] states, "more than any other of the universities included in this survey, Michigan State appears to have deliberately built upon its international activities as a means of moving the institution up to major university status. In a few years it has lifted itself from a provincial college with an agricultural orientation to a university of national stature and world wide recognition. . . . While it has led the academic community as one of the largest operators of service and educational programs overseas, Michigan State has also pioneered in consciously using its international contract operations--to strengthen its two other basic functions, teaching and research. . . .Michigan State in the past year or so has accomplished more than perhaps any other American university--certainly more than any of those included in this survey in building continuing relationships, a feedback to its campus, between its activities abroad and its teaching and research functions at home. . . .As MSU provided a model in its early creation of a centralized administrative apparatus to coordinate its international activities, a functional step that has been adapted by several other universities, so its pioneering efforts in internationalizing its curriculum and in providing linkage between its field projects and its campus learning and research could serve as models for its sister institutions in the United States."

One of the most significant aspects in the development of international programs at MSU has been the wide involvement of personnel from all departments of the university in planning seminars, overseas assignments, curriculum revision, and research projects. Over 60% of the faculty has had some form of overseas experience. Other major developments have included overseas projects since 1951 in more than a dozen countries, interinstitutional research projects, reorienting foreign student programs, expanding library resources, and student faculty exchange programs.

The State University College, Plattsburg, New York, and the community of Plattsburg have cooperated since 1962 on a project which is seeking to determine what goes into the development of a world affairs attitude.[7] All departments and divisions of the college have participated in reorienting their courses and adding new experiences which will provide means for helping students to become worldly minded. The Plattsburg community has cooperated in developing

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[6] Ibid., p. 50, 97.

[7] This project is sponsored by The American Association of Colleges for Teacher Education and The National Council for the Social Studies.

a variety of activities for promoting better international understanding. Other guidelines of progress are apparent in the increased amount of attention given in course work to Non-Western cultures, in cultural exchange through student and faculty exchange projects with universities overseas. Cooperative planning and sponsoring of conferences, seminars and workshops for college and public school personnel in the area and strengthening library facilities are still other examples of progress being made.

Stanford University has been active in international education from the time the first classes were taught in 1891. A statement from The University Looks Abroad[8] says, "Stanford's internal flexibility and encouragement of academic initiative provided proper atmosphere in which international studies could flourish, and the major directions for growth have been marked be decades of research and interest in world problems. The student organization on the Stanford campus has the distinction of being the only student group to win a Freedom Foundation Medal. It has received recognition for three consecutive years for being the most outstanding international group in the United States. About one-half of the student body has engaged in some form of overseas service."

Stanford is further recognized for five overseas campuses in Europe and study centers in Tokyo and Tapipei, and for the outstanding contributions of its institutes and study centers.

Teachers College Columbia University has an impressive list of contributions in the field of international education. It has a highly recognized program in comparative education and currently is involved in several overseas projects in teacher education in Afghanistan, India, Peru, Japan, and Africa. Teachers College has recently developed a specialized program to meet the need for training career people for administrative and staff positions. The Institute of International Studies initiated at Teachers College in 1964 stresses research dealing with the role of education in the modernization process of developing nations. It places emphasis on the education process and change.

REGIONAL PROGRAMS

Major regional programs in international studies have developed largely through the cooperative efforts of universities and colleges.

The Regional Council for International Education, with headquarters at the University of Pittsburg, includes members from thirty colleges in Pennsylvania and Ohio. It sponsors a variety of programs which focus upon many aspects of the international dimension of education. It has sponsored seminars or area studies on Asia, Africa, Latin America and the Atlantic Community and has been active in encouraging visiting scholars and study and teaching abroad programs.

The Northeastern States Youth Citizenship Project including nine Northeastern states, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont initiated a project in 1964 to provide supplementary materials for teachers in instruction about idealogies and world affairs. The project is coordinated by the Lincoln Filene Center for Citizenship

[8] Ibid., p. 46.

and Public Affairs at Tufts College. It has conducted summer school workshops for teachers on "Idealogy and World Affairs" and has developed two publications,[9] Idealogy and World Affairs and New Frontiers in the Social Studies both of which have had wide usage in public schools in the region.

Another newcomer to the regional scene is the Midwest Universities Consortion for International Activities, Incorporated (MUCIA), initiated in 1964. It is a cooperative venture of four midwestern universities, Illinois, Indiana, Michigan State, and Wisconsin, and it seeks to extend the scope of teaching, research, and the service roles of higher education in world affairs. Two major overseas projects for the consortion in 1966 are (1) to help establish a national Defense Institute of Development of Administration in Thailand, and (2) to aid in the upgrading of the Natural Science Curriculum at the Faculde Agraria at La Molina in Peru. Other activities of MUCIA have been the giving of research grants to post-doctoral students and the improvement of library holdings of member universities.

STATE PROGRAMS

A very encouraging development in the 1960's in programs dealing with world affairs has been the strategic leadership given by the State Department of Education in some states.

Since 1961 the Office of Foreign Studies in the New York State Department of Education has sponsored a variety of activities which have led to gratifying results. It has sponsored conferences, seminars, summer institutes; established a materials center, participated in a review of the state syllabus in the social studies, and has several publications to its credit.[10] In 1964 the New York State Department sponsored a national conference at Dobbs Ferry, New York, dealing with the topic, "Challenge and Response: American Education in a Revolutionary World." Representatives from state departments of education, universities and colleges from all sections of the U.S. participated in the conference.

The state of Oregon has had a very active student group, The International Relations League, for over two decades. This group is concerned with the organization of Co-Curricular Activities in Oregon high schools that are concerned with the improving of understanding of world affairs. It holds an annual study program for about 500 selected students and 75 faculty members from all over Oregon. Some of the conference topics have been: Africa and the Modern World, A Model U.N., Disarmament and Arms Control. The league is sponsored by the University of Oregon Institute of International Studies and by the Oregon Education Association.

Pennsylvania has had a state-wide program since the late 1950's. The program has stressed the study of other peoples and cultures. The state has developed a five-point program. First, a course in world cultures was started in 1958 to be required of all students graduating from high school. Second, emphasis is placed on the study of a foreign language. Third, a cultural

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9 Authored by Dr. John Gibson of the Lincoln Filene Center

10 See bibliography

exchange program is in operation. Fourth, local resources are used for cultural enrichment. Fifth, cultural centers have been encouraged at colleges and universities.

LOCAL SCHOOL SYSTEMS

Interesting projects in the teaching of world affairs have been developed in numerous local school systems in the United States.

The Fox Lane School in Bedford, New York, held an African Institute during its summer school session in 1964 for pupils in grades 8-12. Emphasis was placed on increasing pupils' understanding of Africa, its problems, its contributions, and its relationships with America. Seventy Bedford pupils and four African students participated in a variety of learning experiences: lectures, daily seminars, audio-visual presentations, discussion sessions with the four African students, independent work with art media, and reading periods.

Glenn Falls, New York initiated an action-research study on the teaching of world affairs in 1957 with the assistance of the National Council for the Social Studies. Involvement has included every grade level in the elementary and secondary schools and many individual citizens and civic groups in the Glenn Falls Area. The objectives of the project are designed to help each pupil develop (1) an increasing understanding of other peoples; (2) a growing appreciation of different cultures; (3) attitudes of respect for others such as are desired for ourselves; (4) a sense of responsibility as to his personal role and the role of his country in a world of nations; and (5) an awareness of the realities of international problems.[11]

Independent School District 281, Robbinsdale, Minnesota, developed an interdisciplinary approach to social studies through the contributions of psychology, economics, political sciences, sociology, anthropology, geography, and history. Basic concepts emphasized in the social studies in Robbinsdale are continuous through each grade. The social studies curriculum is organized around 8 basic concepts: (1) understanding democratic principles; (2) understanding democratic society; (3) understanding democratic government; (4) understanding the economic system; (5) understanding human relationships; (6) understanding the nature of world interdependence; (7) understanding the moral values of men in society; (8) understanding the tempo of change in today's world.

Toward Better International Understanding, a bulletin published by the Board of Education in New York City, (referred to earlier in this paper) is an example of a publication used for in-service education in a large city. This bulletin sets forth ten basic concepts for teaching international understanding in grades K through 12. It deals with suggested activities for implementing the concepts, evaluation, and background informational materials of instruction.

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[11] A detailed description of the development and appraisal of this program can be found in, Improving The Teaching of World Affairs. National Council for the Social Studies, 1964.

The curriculum in Verde Valley School a coeducational college preparatory, in Sedona, Arizona, stresses understanding among people of different cultural, racial, and religious backgrounds. Its pupils take field trips to Mexico and to Indian reservations. Its academic curriculum seeks to reflect the unity of all academic knowledge. Supplementary to its academic classroom experiences are Sunday evening sessions dealing with the major religions of the world, and international hour program on Wednesday evenings, and speakers scheduled on topics of current world interest.

THE FUTURE

When a realistic appraisal is made of existing programs in international understanding, it is apparent that drastic changes are still needed before imaginative, creative, and coordinated programs can be established.

A frank appraisal needs to be made by competent national authorities of all existing programs. The results of such a study need to be utilized to sharpen the focus of such programs, to clarify the roles of various contributing agencies, and to suggest imaginative and creative approaches for developing and evaluating new programs. When the results of the above study are available, a national conference of select personnel should be called to make proposals for making use of the results by groups ranging from an international level to the local level. Potential questions for such discussions might be related to: (1) means of coordinating the contributions of all agencies so as to maintain a flexible approach to resolving problems, (2) pooling resources in planning and developing programs, conferences, research, publications, materials of instruction, and other related enterprises, (3) explaining the potential of the leadership role vested in State Departments of Education, (4) developing comprehensive and imaginative programs in teacher education, (5) creating and utilizing such new agencies as are necessary for future programs.

Teacher education has several very challenging tasks in store if it meets the demands imposed on it by the rapidly changing international scene. Its major concern should be in developing human resources in both pre-service and in-service programs. Furthermore, it must free students for far more effective communication of ideas and participation in projects; it should also see that research becomes more functional. Some other contributions teacher education could make would be to provide opportunities for all students and teachers in-service to become conversant with one or more foreign cultures. It should design graduate courses to give special training in planning, designing, and directing educational programs. It should encourage students to share in a variety of ways in extra curricular and curricular projects that require creative approaches.

Research projects should emphasize the relationship of cultural backgrounds to curriculum improvement and should provide for adequate feedback of findings. Future research could profitably give more attention to such topics as (1) innovations in emerging countries, (2) the relation of knowledge to social change in new nations, (3) effectiveness of practices in in-service activities, (4) releasing creative ability, (5) discovering effective ways of involving people in new programs, (6) developing more effective instruments for evaluating teacher education centers at home and overseas, (8) the transfer of ideas from one culture to another.

An independent international curriculum laboratory and materials center staffed with people from several countries would be a valuable asset in helping to develop new materials, conducting experiments, and offering consultive services.

World college centers, similar to the one developed on Long Island under the leadership of Harold Taylor should be developed on a regional basis to provide realistic and creative learning experiences for future leaders on the international scene.

Finally, I should like to suggest the possibility of establishing an independent foundation for international education free from private and government control. This foundation would be directed by internationally minded people from all parts of the world who would be given freedom to experiment with new approaches for establishing international thinking among the masses of people in the world.

These examples and others show an evolution of progress when one surveys programs for bettering international understanding and cooperation during the last two decades. While one is aware of advances that have been made despite indifference and resistence encountered and despite evident short comings in the programs, there remains much to be done to translate concepts, theories, principles to concrete programs actually in operation in all our schools. Until all these programs are operative, we cannot hope to see much change in individuals and consequently fresh new approaches to international understanding. Unless we are willing as adults to break away from our old established patterns of thinking, we may never get into operation more than as facsimile of the potential of our schools, organization, industry, professional groups to promote a better world-one of the imperatives in today's living, indeed today's survival. We may never reach our goal in our life time but as the late President Kennedy said, "Let us begin."

A SELECT AND ANNOTATED BIBLIOGRAPHY

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A description of a joint project of the schools of Glen Falls, New York, and the National Council for the Social Studies, dedicated to "improving world affairs." This pilot-action research study embraces the teaching of world affairs in all grade levels K-12 and in all subject matter areas.

Comprehensive treatment is given to the origin, plans for developing, the roles played by the school and the community, and evaluative procedures used in the project. Samples of specific activities developed during the course of the project are also included.

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An excellent report from Education and World Affairs. Shows transition from 1950 to the present in university programs dealing with international understanding. Outlines developments in the 1960's which have led to the whole university coming into focus as a major factor on the stage of international development. Suggests ways institutions might work to perform more effectively in world affairs. Gives concise descriptions of programs in six universities which have had long and successful involvement in international programs: Stanford University, Michigan State University, Tulane University, University of Wisconsin, Indiana University, and Cornell University.

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A description is given on how the students increased their understanding of a non-Western culture--Africa. What the students learned and how they responded to the ideas, the people, and the experiences they encountered during a four-week session is creatively portrayed.

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GUIDES AND SYLLABI

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"Understanding the nature of world interdependence" and "understanding the tempo of change in today's world" are two of the eight basic concepts stressed in social studies. These concepts are continuous through each grade level K-12. Other sections of the guide include social studies objectives, field trips for primary grades, and suggested experiences for grades 1-3.

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Grade Seven--The Geography of the Major Areas of the Earth.
Grade Nine and Ten--A Two-Year Sequence on European, Asian, and African Civilizations.
Grade Eleven--Major concepts of United States History (The emergence of the U.S. as a world power and the U.S. as a world leader are included).
Grade Twelve--Contemporary Issues (Topics include issues in American society, a comparison of political systems, a comparison of economic systems, a comparison of ideologies and international relations).

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A study guide dealing with the child in history. What is happening to him in the underdeveloped world, his needs, what is being done and how UNICEF helps.

UNICEF, "Suggested Lesson Plans," U.S. Committee for UNICEF, United Nations Headquarters, New York.

Aids for helping teachers in various fields are suggested in a variety of lesson plans developed by a UNICEF committee. Among the topics developed are: The Decade of Development, Human Resources, The Underdeveloped World, The Challenge of Hunger, Africa: Geography, People, and Problems, The Changing Face of Latin America.